

CHAPTER II

***** PATTERN OF EDUCATION

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PATTERN OF EDUCATION

2.1 Introduction

This chapter attempts to give the historical development of the pattern of education, how it developed into its present stages through the recommendations of various commissions and committees appointed during the British period and after Independence by the Government of India to survey the various stages of education.

2.2 Sources :

The main sources of data are the Reports of Education Commissions e.g. (i) University Education (1902-04), (ii) Calcutta University Commission (1917-19), (iii) University Education Commission (1948-49), (iv) Secondary Education Commission (1952-53) and (v) Education Commission (1964-66, Government publications and Reviews, Reports of the different committees appointed by the Government of India and important books related to the subject.

All these commissions have recommended the reorganisation of educational patterns at different levels of education, primary, secondary and university, to decide the number of years devoted to school and college education, its structure and administration at different levels of administrative set-up.

Definition

In the literal sense of the term, a ladder consists of a number of steps with one or more rungs. A rung is a pause after covering a number of steps. Similarly to understand the educational pattern of a country, we must be familiar with various rungs a student has to cross before reaching the top.

So, in simple words an educational ladder or pattern can be defined as : 'It is a structure of education which depicts clearly the initial step, the final goal, the number of years an average student takes to cover a particular rung as well as the age at which he crosses that rung.

Meaning of Educational Ladder or Pattern

" Education of a man is spread over his entire life from infancy to old age, ' from womb to tomb, ' as they call it. This is really so when we talk of informal education. But formal education is provided over a strictly narrow range of period, roughly from the 6th year to adulthood when a person enters his professional life. Just as for going up stairs we follow certain steps and ascend the ladder. Gradually in attaining education, we follow certain steps and ascend from the lower rungs to higher, steps by step, one by one. An educand ascends an educational ladder thus meaning the different stages of education connected with each stage preparing for the next higher. Evidently an educand cannot proceed without such ladder. There is a systematic order of the various stages and there is no confusion or overlapping. '¹

¹R. Safaya and B.D. Shaida : School Administration and Organization, Dhanpat Rai & Sons, Jullunder - Delhi, 1964, p.14.

The advantages of such a ladder or pattern are self evident. In an ideal educational system the different stages are so organised that there is no confusion due to overlapping, there are no gaps and laps, there is no wastage of time due to repetition of courses, and there is no duplication of effort. It brings an uniformity all over the country. A uniform well defined educational pattern ensures smooth migration of the student community from one state to another. Again, national resources are utilized in best possible manner and better utilisation of educational administration facilities. As said by the Kothari Commission, 'the structure or the pattern of the educational course, the duration of the total course and its different stages, the better utilization of time and other educational facilities, the continually raising standards at all stages.'¹ 'The structure or pattern which may be regarded as the skeleton of the educational system, is of the least importance. The duration or total period of education plays a more significant role. A ladder, therefore, draws the picture of pattern of education of a country at a glance.

The Educational Ladder or Pattern in India

The division of educational institutions according to standards follows that which is ordinarily found in most other countries. Every country develops its own pattern. Russia has a particular design of educational ladder, America follows another design, our own educational pattern is legacy

¹The Report of Education Commission, 1964-66 : Ministry of Education, Manager of Publications, Government of India, New Delhi, p. 22

²Ibid., p. 28.

of the British rule. It, therefore, bears close resemblance to the educational pattern in U.K. But in India as described by V.M. Narwane, 'a vast subcontinent like India, the physical, social and economic condition vary so largely from one province to another, that the educational systems of the various provinces are bound to differ from one another. The differences are sometimes due to the historical factors and in other cases to a desire to adopt the educational system to local conditions.'¹ So due to the above mentioned factors and conditions education is a State subject. The nomenclature structure, duration of courses, age etc. differ from state to state as stated by Indian Education Commission (1964-66) that 'at present, there is an almost bewildering variety of nomenclatures used in the States and Union territories to denote the various stages and sub-stages of Education.'²

'One gets confused by the clash of the old and the new terminologies in the field of education. We hear about pre-basic, senior basic and post-basic schools, and we also hear about primary or elementary schools, middle schools or lower secondary schools, and junior high schools, high schools and higher secondary schools.'³ To overcome these confusions, the Kothari Commission (1964-66) suggested a uniform system of nomenclature and recommended that it should be evolved by the Government of India, in consultation with the State Government as the table below shows:

¹ Edited : N.B. Sen. Development of Education in New Delhi, India. New Book Society of India, New Delhi, 1966.

² Report : The Report of the Education Commission 1964-66: Ministry of Education, Manager of Publications, Government of India, New Delhi, 1966, p. 23.

³ S.N. Mukerji : Education in India Today and Tomorrow, Acharya Book Depot, Baroda, 1964, p. 143.

Table 1 : Existing and Proposed Nomenclature for Various Stages of Education.

Nomenclatures Proposed	School Education	Existing Nomenclatures
1. Pre-primary		1. Pre-primary 2. Pre-basic 3. Kindergarten 4. Montessori, etc.
2. Primary (Classes I - VII or I - VIII)		
(a) Lower primary Classes I - IV or I - V		1. Primary in some states (e.g. Punjab) 2. Lower Primary in some States (e.g. Gujarat) 3. Junior Basic 4. Lower Elementary in some States (e.g. Madras)
(b) Higher Primary Classes V - VII or VI - VIII		1. Middle in some States (e.g. Punjab) 2. Junior High School (e.g. U.P.) 3. Upper Primary in some States (e.g. Gujarat) 4. Senior Basic 5. Higher Elementary in some States (e.g. Madras)
3. Secondary (Classes VIII - XIII or IX - XIII)		High School , Higher Secondary School
(a) Lower Secondary Education Classes VIII - X or IX - X		High School
(b) Higher Secondary		This will include class XI or PUC in some States (e.g. Rajasthan). It will include Junior Colleges in Kerala. It will include Intermediate classes in Uttar Pradesh. It will also include terms like pre-professional, pre-medical and pre-engineering.

Higher Education

4. Professional Degrees	All degrees which lead to a professional qualification (e.g. M.A., M.Sc., M.Com., B.E., M.B.B.S., B.T., LL.B., B.Ag., etc.)
5. General Degrees	All degrees other than professional ones.
6. Undergraduates	All courses leading to the first degrees.
7. Postgraduate	All courses beyond the first degree (excluding certain first degrees given after the first degree e.g., B.Ed.)

General

First level of education	This will include pre-school and primary education.
Second level of education	This will include high school and higher secondary education.
Third level of Education	This will include undergraduate and post-graduate education and research. ¹

Realising the need for uniform system of nomenclature the Commission recommended as given in the above Table 1.

In the above table we have seen the existing uniform nomenclatures system recommended by the Kothari Commission for the whole country.

Before proceeding to the next section we should know the present pattern of education existing in India, to understand

¹ Report of the Education Commission, 1964-66., Ministry of Education., Manager of Publication, Government of India, New Delhi, p.23.

better how present educational pattern developed through the recommendations of various Commissions.

The Table 2.2 on the next page shows the educational pattern of school and college classes in different States (1956-66).

Periodical Organization of the Chapter

Periodically this chapter is divided into the below mentioned periods, according to the present system of Pattern of Education gradually developed :

- (a) Before Wood's Despatch - 1854
- (b) From Wood's Despatch (1854) to Calcutta University Commission (1917-19),
- (c) From Calcutta University Commission (1917-19) to Post-War Development in India (1944),
- (d) From Post-War Educational Development in India (1944) to University Education Commission (1948-49)
- (e) From University Commission (1948-49) to Secondary Education Commission (1952-53)
- (f) From Secondary Education Commission (1952-53) to the Educational Commission (1964-66).

The Development of Educational Pattern from 1854 to 1966

In the preceding section we described the picture about the present educational pattern existed in the country. Now in following sections we will review how the present educational pattern developed from 1854 to 1966 through the recommendations of the Commission and Committees.

(a) Before Wood's Despatch 1854 : In the pre-historic period down to about 1,000 B.C. there were no schools for the education of children and no systematic education was imparted in the sense of a consecutive course of several years. There were only two types of stages - elementary and higher stages even in India, prior to British period, as S.N.Mukerji has described - 'When the East India Company occupied the country, it did not find a system of education but a number of educational institutions established in more settled parts of the country. There were the *tols* and *pathshalas*, *Madrasses* and *Mats*.'¹ But there was not any definite period or duration of courses to be covered as in above mentioned institutions.

The origin of the present system of education in India can be traced to the beginning of the 19th century, when Macaulay

¹S.N.Mukerji (Ed.), Administration of Education in India, Acharya Book Depot, Baroda, 1962, p.2.

Table :2.2: Pattern of School and College Classes in Different States (1956-66)

State	Primary		Secondary	Pre-University Course	Higher Secondary	First Degree	Total
	Lower	Higher					
Andhra Pradesh	5	3	3	1	4	3	15
Assam-Nagaland	5	3	4	1	5	3	16
Bihar, Gujarat, Maharashtra	7(1)	-	4	1	-	3(b)	15
Chhattisgarh	5	3	2	1	3	3	14
Jammu & Kashmir, Punjab, Rajasthan, West Bengal	4	3	3	2	-	3	15
Kerala	5	3	-	-	3	3	14
Madhya Pradesh	5	3	3	1	-	3	15
Madras	4	3	3	1	4	3	14
Mysore	5	2	4	1	-	3	15
Orissa	5	3	2	-	2(c)	2	14
Uttar Pradesh	5	3	2	-	-	-	-

(Source : The Report of Education Commission (1964-65); Government of India, Ministry of Education, Ch. II, p. 25)

(a) Integrated primary course, there being no separate middle schools

(b) In the University of Bombay, there is a two-year intermediate course followed by a two year degree course

(c) Refers to intermediate colleges.

N.B.: The figures indicate the duration of the stage in years. In totalling up, please include (i) secondary and PUC or (ii) High Secondary, but not both.

(1) Among the Union Territories, Delhi, Andaman Nicobar Islands and Laccadive. Minicoy and Amindivi Islands have adopted the higher secondary pattern. The other union territories usually follow the pattern of the State with whose Condyary Board or Universities they co-ordinate their educational programmes (e.g., Himachal Pradesh follows Punjab.)¹

¹The Report of Education Commission - 1964-66, Manager, Government of India, Ministry of Education, New Delhi, p. 25.

presented his famous minute. That was virtually the birth of the English System of education. But MacCaulay only hinted about the type of education he wanted to impart to Indian masses. He had not suggested any particular structure or pattern to be followed, it was rather completed by the Wood's Despatch in 18⁵⁴. Hitherto the structure of education presented a picture of a body without a head or tail. The Despatch (1854) completed the picture by framing it with the head and tail in the form of elementary to university education respectively. It suggested three prominent stages of educational ladder or pattern :

- (a) Primary
- (b) Secondary
- (c) University.

Although there have been minor changes in the educational pattern and nomenclature, the main edifice as erected by the Despatch (1854) has continued to stand firm even to this day. But the uniformity was set by the Despatch (1854). Some modifications have been suggested by different commissions and committees following the Despatch (1854). Due to their suggestions the uniformity was broken. And the present educational pattern is not uniform, because in India, education is a State Subject according to our Constitution, and there is a lot of diversity in every respect. So the pattern of education in different States is not uniform. Even the nomenclature differs (Tables 1 and 2). Almost all throughout India a fifteen or fourteen's years course leads

to a basic degree. Out of these fifteen or fourteen years, eleven or 10 years are to be spent in the high schools in the majority of the States. The college has a four year's course leading to a basic degree. This period of four years is now divided into one-year pre-university and three years' Degree course except in Uttar Pradesh which has two-year intermediate and two year degree course (Table 2, p.29).

(ii) From Wood's Despatch (1854) to the Calcutta University Commission (1919):

This section will give the detailed account of recommendations about educational pattern suggested by Wood's Despatch (1854). The Indian University Commission (1902) and the Calcutta University Commission (1919).

As mentioned in the preceding section the Despatch introduced educational pattern, known as 'graded school' all over the country. The graduation was as follows :

'University
Colleges
High Schools
Middle Schools
Indigenous primary schools.'¹

The Despatch of 1854 only suggested the design or pattern of educational system throughout the country, but had not made any recommendations about the duration of course, age limit etc. at school or university level. But as described in the quinquennial

¹M.R. Paranjape; A Source Book of Modern Indian Education 1897 to 1902, Macmillan and Co. Ltd., Bombay, 19.
(Wood's Despatch - 1854 - Para -) P.?

Review of 1897-02, one can make out that the educational pattern existed during 1854 to 1902, as mentioned in the review, about the Grade Schools suggested by the Despatch of 1854, that 'there are schools corresponding in grade to each of the stages enumerated above, and the various classes of schools may therefore be defined as follows.

High Schools
Middle English Schools
Middle Vernacular Schools
Upper Vernacular Schools
Lower Primary Schools

"A school of any particular grade may include lower departments of all grades or it may only receive pupils who have already read upto a certain standard. Thus the typical high school contains high, middle, English, upper primary and lower primary departments, and its course extends from the Kindergarten of the infant class to the subjects for matriculation examination. In Bombay, on the other hand the secondary schools have pupils joining them after receiving a grounding in a primary ^{classes}." ¹ The duration of the various stages of high schools described in the reviews of ¹⁹¹²⁻¹⁷ ~~1927-32~~ and 1932-37 (Tables 3 and 4) varies from province to province. In the 1897-02 Reviews was given the following average duration of courses in the Indian schools.

"Infant Stage - One year
Lower Primary Stage - Three years
Upper Primary Stage - Two years
Middle Stage - Three years
High Stage - Three years." ²

¹Reviews Progress of Education in India, 1897-98 to 1901-02
Vol. I Calcutta Office of the Superintendent of Government of
India 1904, p.46.

²~~Ibid~~ - 1897-98 - 1901-02, p.6.

☐ PRIMARY STAGE

☐ MIDDLE STAGE.

☐ VERNACULAR AS MEDIUM OF INSTRUCTION

☐ ENGLISH AS MEDIUM OF INSTRUCTION

☒ HIGH STAGE.

☒ VERNACULAR AS MEDIUM OF INSTRUCTION

☒ ENGLISH AS MEDIUM OF INSTRUCTION

☒ ENGLISH AS MEDIUM OF INSTRUCTION

This shows that there were eleven years for the complete high school courses. The full series from the infant classes to the M.A. degree described in the review (1897-02) runs as follows :

	"	1. Lower primary
	0	2. Upper primary
School	X	3. Middle school (English or Vernacular)
	X	4. Matriculation or final
College	X	5. Intermediate
	X	6. Bachelor of Arts,
	X	7. Master of Arts."

As described in Quinquennial Review of 1932-37 that "there are two systems of secondary education in India, viz., anglo-vernacular and vernacular. In general terms the former is to lead upto the higher education in college and university, while the latter is designed to be very largely a complex course in itself.²(Table 3, p.33). And in the reviews of ¹⁹¹²⁻¹⁷ 1922-27 and 1932-37 (Tables- 4) given the table with explanatory notes about general scheme of primary and high school classes existed in different States of India during the British period. In the above mentioned table the higher education was mentioned. As explained in the review of 1922-27, "The length of the course culminating in matriculation examination is by no means uniform in the provinces. Whereas there are twelve classes in some

¹Review - 1897-98 - 1901-02, p.6.

²Review : Progress of Education - 1932-1937 ^{Eleventh} ~~Seventh~~ Quinquennial Review, Vol. Calcutta Superintendent, Government of Printing, India, 1918, p.47. 1.

provinces, there are only ten classes in others. This disparity goes for why Punjab students, in particular of ten years enter a university at an age earlier than elsewhere in India."¹

As a result of this variation in classification many of the General Tables (Page 33) should be read with caution. As pupils in the upper vernacular are classified as 'primary' in Madras and Bombay, whereas, in other provinces they are classified as 'Secondary' an under optimistic impression is given of the development of primary education in these two provinces in comparison with other provinces.'²

As described in the preceding paragraphs about the educational pattern, duration of courses, time and nomenclature was prevailing between 1854 to 1937 at primary to higher education.

In 1902 the Indian University Commission only recommended about the examination reforms at higher level (University level) that there should be three-years of degree course, 2 years master degree and admission to the university should be after the completion of matriculation examination. As suggested by the Commission (1902)'. "We think it is desirable that there should be uniformity in the nomenclature of examinations and degrees in Arts and Science at the different universities. We, therefore, suggest that the three examinations should be called the Matriculation, the Intermediate and examination for the degree of B.A. or B.Sc."³

¹Review : Progress of Education in India 1937-32. Tenthth Quinquennial Review, Vol.XC.

²Ibid., p.29.

³M.R.Paranjape : A Source Book of Modern Indian Education, 1797 to 1902. Macmillan and Company, Bombay, 1988, p.258.

The Calcutta University Commission - 1917-19:

education

Calcutta University After the thirty-seven years of the Indian University Commission (1919)

Commission (1919) suggested the change in the educational pattern of secondary education. The Commission held the view that without removing the defects of secondary education, it would not be possible to bring about an improvement in university education. It suggested the re-organisation of the secondary education and proposed that the dividing ^{line} ~~time~~ between the university and the secondary school should be drawn at the intermediate examination. Reason of the appointment of the Commission is to deal with the Calcutta University problem, because due to rapid expansion of the High School education created the problem for the university education, as mentioned or commented by the Commission that, "No satisfactory re-organisation of the University system of Bengal will be possible unless and until a radical re-organisation of the system of secondary education upon which university work depends, carried into effect. The deficiencies of existing secondary system arise.

(b) They are unduly dominated by an examination (the matriculation) which itself, is designed not of sufficiently high standard, and which given no encouragement to many lines of study necessary for the welfare of the pupils and for the property of the country.

(c) Owing to the existing division of authority between the University and Department of Public instruction there is no

adequate machinery for supervising liquidity and assessing the work of the schools as a whole, in other words, no coherent system of secondary education yet exists.

(d) A large and vitally important part of secondary institution is actually conducted, not by the school, but by the colleges or the University in their intermediate classes, and because the methods chierly employed (those of the mass-features) are unsuitable for work at this stage, and partly because many subjects and lines of study especially those which have a violatidnal bearing are almost wholly disregarded."¹ Due to these results, the Commission made certain important recommendations regarding the reorganisation of secondary and university pattern. The Commission, therefore, recommended that -

"(i) The stage of admission to University should be that of the present intermediate instead of that of the present matriculation.

(ii) The duty of providing training at the intermediate stage should be transferred from the universities to new institutions to be known as 'Intermediate college', some of which should be attached to selected high schools, while others should be organised as district institutions. There should be at least one intermediate college in each district of the presidency, besides a certain number in Calcutta and Dacca; and the courses of the intermediate college should be so framed as to afford

¹ Report : Calcutta University Commission, 1917-19. Calcutta, Superintendent, Government Printing, India. Vol.V, p.297.

preparation not only for the ordinary degree courses of the universe in Arts and Science, but also for the medical, engineering and teaching professions and for careers in agriculture, commerce and industry.

(iii) There should be two secondary school examinations, the first, approximately corresponding to the present matriculation, to be taken at the end of the high school stage, at the normal age of 16, or, in special cases, at the age of 15, and to be known as the high school examination; the second, approximately corresponding to the present intermediate, but much more varied in its range to be taken at the end of the intermediate college course, at the normal age of 18+ to be known as the intermediate college examination. Success in this examination should constitute the normal test of admission to university courses.¹

(iv) "The duration of the degree course should be three years after the intermediate stage."²

As per above mentioned recommendations, the Commission suggested that the dividing line between High School and University Education should be drawn at the Intermediate and not at the Matriculation examination and normal age of 16 for matriculation and 18 for intermediate examinations should be for the qualifying test for entry into a university. They held a view that

¹•Report : Calcutta University Commission 1917-19. Vol.V, p.298-299.

²•Syed Nurulhah and J.P. Naik; A Students' History of Education in India (1900-1961), MacMillan Co., Ltd., Bombay, 1962, p.237.

intermediate classes of Indian Universities were really a part of the high school course, so the intermediate classes should be separated from the university. They should be added to the selected high school, but a new type of institution to be known as Intermediate college should be created. And the University course should begin after the Intermediate examination, and be spread over three years instead of two-years.

Naik

As described by Nurullah and J.P. that, "this recommendation made a great impression on Indian educational thought, ~~and-for~~
~~thought,-and-for-a-time-it-appeared-to-be-on-Indian-educational~~
thought, and for a time it appeared to be on the verge of universal acceptance. The University Acts that came to be passed in the early years after the report of the Calcutta University Commission excluded or proposed to exclude intermediate education from the sphere of universities. Thus, the Dacca University Act, 1921, dissociated intermediate education from its sphere and placed it under the control of a non-university board under the authority of the Government of Bengal. In the same way, the University Act of Allahabad, Lucknow, and Aligarh, also provided for the exclusion of intermediate education from the sphere of the universities and placed it under the control of two Boards of Secondary and Intermediate Education, one of which functioned within the territorial limits of Allahabad and Lucknow Universities and the other within the jurisdiction of the Aligarh University. The Delhi University Act, 1922, also provided that the University should control intermediate education for a period of five years

from the date of its foundation, or until such further date as the Governor-General-in-Council may direct. Similarly, the Madras University Act of 1928 provided that as soon as adequate arrangements were made for the supervision and control of institutions preparing candidates for the Intermediate examination, the Provincial Government might exclude intermediate education from the purview of the University.¹

Soon, however, a change came about and educational opinion began to turn round and oppose this proposal on the following grounds among others:

(i) Intermediate colleges of the type recommended by the Calcutta University Commission had not justified the expectations formed of them and a better method of reform would be to improve the standard of instruction in high schools.

(ii) The intermediate classes are a source of income to the degree colleges which would be faced with a serious financial deficit if the intermediate classes are cut off from them.

(iii) It would not be possible for intermediate colleges to engage the services of such competent teachers as generally available in degree colleges.

(iv) Both from financial and academic points of view, it was a sounder proposition to run the intermediate and the degree classes in one institution for this device enable the

¹S.Nurullah and J.P. Naik : A Student's History of Education in India, (1800-1961), Macmillan and Co. Ltd., Bombay, 1962, pp.289-290.

management to use the savings in intermediate classes to meet the deficit on degree courses and to use the services of able teachers of the degree classes for instruction in intermediate classes also.

(v) This recommendation of the Calcutta University Commission is inseparably connected with the proposal to lengthen the degree course to three years. But this latter reform will not be accepted by the public on account of the fact that it increases the cost of higher education and postpones the time at which a young man should begin his wage-earning career.

For these and other reasons, the question was very hotly debated during the years 1922 to 1926 and educational opinion gradually hardened against this reform. An indication of this changing outlook is provided by the University Acts passed since 1926. The Andhra University Act of 1926, the Bombay University Act of 1928, the Annamalai University Act of 1929 and the Patna University Act of 1932, definitely permit the universities to control intermediate education..... the Delhi University still continues to control intermediate education. These are no indicators to show that the Madras University is even contemplating to give up control of intermediate education... these instances are enough to show how educational thought in India completely turned against the suggestion made by the Sadler Commission.

The Dacca University and three provinces, viz. United Provinces, the Punjab and Bihar took up the suggestion and gave

it a trail,... A large number of intermediate colleges came to be organised in this province; the complementary recommendation of the Commission to lengthen the degree course from two years has not been accepted at all. The Punjab organised intermediate colleges mainly with a view to preventing students from crowding into Lahore and providing opportunities of higher education at mofussil places where it was not possible to organise a first-grade college. Bihar seems to have tried a few colleges as an experimental measure. It will be seen, therefore, that the experiment has not been fully tried anywhere."¹

As pointed out in the preceding section the Calcutta University Commission had recommended that the Intermediate classes should be excluded from universities. Acting upon this recommendation, the University of Aligarh, Lucknow and Allahabad, dissociated the intermediate classes. But soon the dissociation began to be opposed with the result that the other universities were allowed to control Intermediate classes.

The recommendation about three years degree course for Honours, was not brought into effect. In most cases the intermediate classes still remain attached to first degree and post-graduate classes in the same institution.

¹•Syed Nurullah & J.P. Naik; A Students' History of Education in India (1800-1902), MacMillan Co. Ltd., Bombay, 1962, pp.289-92.

- (iii) From Calcutta University Commission (1917-1919)
to Post-War Development in India (1944) -
(Sargent Report : 1944) :

The Central Advisory Board of Education appointed the Committee to prepare a plan of the post-war educational development in India. The Committee submitted its report in 1944, popularly known as the Sargent Report. The report made important recommendations about the reorganisation pattern of education at different branches of education.

Before the Sargent report, in 1937, the Zakir Husain Committee submitted its report on Basic education. The Committee report is known as the Wardha Scheme and provided with a complete outline of the scheme of basic education. It suggested the new nomenclature for elementary and middle schools. The elementary schools are known as Junior Basic Schools from 6 to 11 years and Middle schools as Senior Basic schools from 11 to 14 years, Classes 6th, 7th and 8th, covering a period of years upto Senior Basic, 5 years for Junior Basic and 3 years for Senior Basic.

The Sargent Committee also adopted the Basic education scheme suggested in the Wardha Scheme at Primary level and made the following recommendations :

Primary Education :

"(a) A System of Universal Compulsory and Free education for all boys and girls between the age of six and fourteen on the Basic Education lines.

(b) These courses of primary education should be divided in two (i) Junior Basic for Children from 6 to 11, and (ii) Senior Basic for Children from 11 to 14.

Junior Basic Courses should be compulsory for all children, but the Senior Basic should be taken up only by those who do not want to attend a high school."¹

High School Education :

About the high school education, the Committee pointed out that 'the high school is in one sense the backbone of a national educational system for it is to the high school that the country must look for the preparatory training of its leaders and experts in all walks of life.

The recommendations made about the High School Education were as follows :

"(a) The Board contemplates that in future the high school course will cover six years from about the age of eleven, that means the high school education be for six years for selected children between ages of 11 and 17."²

As commented in the report, "It has been generally accepted that with the adoption of the three year degree course in

¹ Report : The Post-War Educational Development in India, -1944
(Report by the Central Advisory Board of Education 1944),
Ministry of Education, Government of India, New Delhi, 1964, p.21.

² Ibid., p.29.

universities and the disappearance of the intermediate stage, the high school course will, in future, cover six years or the equivalent of classes VI - XI in most provinces.

- "(b) Entry to high schools should be on a selective basis; only those pupils should be admitted who show promise of taking full advantage of the education provided."¹

University Education :

The Report made the following recommendations about the University Education :

- "(a) The minimum length of a university degree course should be three years. (In certain subjects longer).
- (b) The present intermediate course should be abolished. Ultimately the whole of this course should be covered in the high school but as an immediate step the first year of the course should be transferred to high schools and the second to universities."²

In the spurt of abolishing the intermediate course the report has given the reasons, that "the anomalous position of the intermediate stage in Indian higher education has been often criticised. While most universities provide a two-year intermediate course of studies following by an examination at the end of the stage, the students of the intermediate classes

¹ Report of the Post-War Educational Development in India-1944. (Report by the Central Advisory Board of Education), Ministry of Education, Government of India, New Delhi, 1964, p.37.

² Ibid. p.49

are not recognised as undergraduates. In some places also there are intermediate colleges which have no direct connection with universities at all but are controlled by the Board of their own. The two-year degree course, which normally follows the intermediate offers inadequate scope or time for giving a sound and complete training in the subjects which students select for specialisation. The intermediate course of studies does not mark any definite stage in education and has for all practical purposes amounted to no more than an extension of the high schools without any of the practical advantages which might be expected, ^{to accrue} if it actually formed a part of the high school. The Sadler Commission rightly recommended the abolition of this stage and the addition of one year of the high school course - the order to enter the university. This may be regarded as an essential and urgent reform."¹

(iv) From Post-War Development in India (1944) to University Education Commission (1948-49) : -

Immediately after the independence the University Education Commission was appointed to report primarily on University Education. The Commission also reviewed the position of secondary education and remarked "that our secondary education remains the weakest link in our educational machinery and needs urgent reform."² The Commission suggested the change in educational

¹ Report : Post-War Educational Development in India (1944), (Report by the Central Advisory Board of Education), Ministry of Education, Government of India, New Delhi, 1964, p.43.

² Report : The University Education Commission-1948-49, Ministry of Education, Government of India, New Delhi, Vol.I, 1962, p.93.

pattern of university and secondary level. The Commission's important recommendations about the pattern of education were the following :

High School Level and Intermediate Level :

"The standard of admission to the universities should be the present intermediate examination, to be taken by a student after completing full 12 years of study at a school and an intermediate college, normally at the age of eighteen."¹

In the spurt of this Commission optimised that "no student be admitted to a university until he has passed the intermediate examination. We are equally convinced that the mere raising of the standards of admission to the level of the present intermediate examination would not by itself improve the work of the universities. We must at the same time make better provision for the training of students at the high school and intermediate college level. In the present conditions of inefficient and uninspiring schools the four^{years}/_{of} the life of a student, between the ages of 14 and 18, when his memory is most active and under his ability to be sustained intellectual work with the minimum of boredom is at its highest, are largely wasted. The abler students do not get a fair deal and are kept back by the less intelligent - the best are being smoothened by the many. In fact, our secondary education needs radical reform."²

¹•Report : The University Education Commission - 1948.49.
Ministry of Education, Government of India, Vol.I, 1962,
New Delhi, p.89.

²•Ibid. p.91.

And as the Commission viewed that "we do not insist on a uniform pattern of institutions for the high school and the intermediate colleges and will even allow intermediate classes to continue in the degree colleges as in South India, we think that there should be only one public examination and that at the intermediate examination stage. This examination will mark the end of secondary education and the beginning of University education which will extend over a period of three years for the first degree course."¹

Higher Education :

About higher education, the Commission recommended that the course for the Bachelor degree in Science and Arts, whether for Pass or Honours, is recommended to be of three years' duration. Hence a regular student would take his Bachelor's degree after fifteen years of school and college course. The Master's degree will be taken in the case of the Honours candidate in one year, and in the case of the Pass candidate in two years, after he takes his Bachelor's degree.

In spurt of twelve years of schooling and three years of degree course the Commission has given a table "to show the number of years of schooling taken by a student before he reaches a level marked by a specific examination or degree. The schooling begins in most countries at 5 or at 6."²

¹•Report : The University Education Commission-1948-49, Ministry of Education, Government of India, Vol.I, New Delhi, 1962, p.91.

²•Ibid. p.134.

Table 5 : "Number of Years of Schooling
(Comparison with England and America)

Normal Time period for a Regular student for taking
Qualifying and Degree Examination

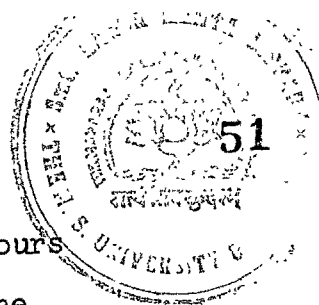
Exam.(Country)	Matric	Inter or the Corres- ponding stage	Bachelor	Master	Doctorate
India(present)	10	12	14	16	18
India (proposed)	10	12	15	16 For Honours 17 For Pass	18
England	-	13	16	17	18
U.S.A.	12	14	16	17	19 ¹

In short the recommendations of the Commission were as the following :

- (i) "that the standard of admission to the university courses should correspond to that of the present intermediate examination, i.e. after the completion of 12 years of study at a school and an intermediate college.
- (ii) that in each province a large number of well-equipped and well-staffed intermediate colleges (with classes IX to XII or VI to XII) be established."²

¹ Report : The University Education Commission - 1948-49, Ministry of Education, Government of India, Vol. New Delhi, 1962, p.135.

² Ibid. 115.



(iii) "that the Master's degree be given to honour students after one year of study beyond the bachelor's degree, and to pass students after two years beyond the bachelor's degree.

(iv) The Ph.D. degree should be awarded after a period of at least two years, after the Master's degree."¹

The above mentioned recommendations of the University Education Commission were the same as that made by the Calcutta University Commission in 1917-1919, about the 4-years Intermediate College and three years degree course.

As mentioned before the Calcutta University Commission's recommendations were carried out only in ^{the} united provinces and hardly exist anywhere in India. Similarly the University Education Commission's recommendations were not put in effect.

(v) From University Education Commission (1948-49) to Secondary Education Commission (1952-53) :

As mentioned in the preceding section, one of the most significant recommendations of the University Education Commission (1948-49) was that the reorganisation of the secondary education was a condition precedent to the proper development of university education. The Government of India, therefore, appointed the 'Secondary Education Commission. It submitted its report in 1953. In the opinion of the Commission, reorganisation of secondary

¹ Report : The University Education Commission - 1948-49. Ministry of Education, Government of India, Vol. I, New Delhi, 1962, p.138.

education was necessary in this respect, the Commission proposed the new educational ladder or pattern for secondary education.

Before recommending the new pattern^{4m} of secondary education, the Commission reviewed the previous educational pattern existed in the different States of India and the institutions imparting education at different stages. As enquired by the Commission, "the present position in the different States, we find that there is wide variation not only with regard to the different stages of education but also with regard to the particular types of institutions imparting education at each of the stages."¹

"Pre-primary Stage :

At the pre-primary stage, Nursery Schools of various types exist in some States but on a very small scale. The age of admission to Nursery schools varies - in some States, it is between 3 and 5, in some, children are trained upto the age of 7.

Primary and Post-primary Stage :

This stage extends in some States to 4 years and in others to 5 years, the age period being 6 or 7 to 10 or 11 - also known as Junior Basic Stage in some States.

¹. Report : The Secondary Education Commission - 1952-56,
Ministry of Education, Government of India, New Delhi, 1965, p.14.

Higher Elementary Schools :

In a few States,^a type of institution known as the Higher Elementary or vernacular Middle School exists. These schools cater to the students of the post-primary stage the duration of the course being three-years. The number of such schools is on the decline.

Secondary Schools :

At the Secondary School level, there are two divisions :
Junior stage - it is also known as Middle school or lower Secondary schools and in some cases Senior Basic Schools.

It covers a period varying in different areas, between 3 and 4 years. In the majority of States, the pattern is one of three years.

High school corresponding to the Senior School Stage of Secondary Schools. In majority of the States the duration is three years. In a few States two years, the middle school being of four years' duration.

Higher Secondary Schools :

The Higher Secondary School is the latest type of institution, the duration of the course being 3 or 4 years, depending upon the period of study required for the high schools in the State. The higher secondary schools have been formed by the addition of one year which is taken from the Intermediate Stage of the University.

High Education :

At the University level, the degree course is generally of four years, comprising two years of Intermediate and two years of the degree course.

Intermediate Colleges :

Intermediate Colleges are more particularly in certain States in the North. The colleges have a two-year course. In other States - four-year degree course is divided into two separate units - one for the Intermediate standard and other for the degree standard.

Professional Colleges :

There are a number of professional colleges for the different faculties of Engineering and Technology, Medicine, Veterinary Science, Agriculture and Commerce to which entrance at present is after the Intermediate Stage."¹

The traditional system of secondary education as mentioned above does not fulfil the needs and the ideals of our country as commented by the Secondary Education Commission and also at present it is the weakest link in the educational ladder in our country. In the words of Secondary Education Commission "As

¹.Report : The Secondary Education Commission - 1952-53,
Ministry of Education, Government of India, New Delhi, 1965, p.15.

political, social and economic conditions change and new problems arise, it becomes necessary to re-examine carefully and re-state clearly the objectives which education at each definite stage, should keep in view."¹ So the Secondary Education Commission suggested complete overhaul of traditional ladder or pattern for the fulfilment of aim of secondary education as suggested in the Commission's report. Because Secondary school provides a terminal stage or point for the majority of students, it is desired that not all the students who pass this stage, should enter the universities. They should on the other hand take up independent careers in the industrial, technological, commercial, agriculture and other fields.

Taking into consideration the above functions of the Secondary Education, the Commission suggested a complete overhaul of the traditional pattern of education and a new organised pattern of Secondary Education was suggested by the Commission as given below :

- "1. Under the new organisational structure, education should commence after four or five years' period of primary or junior basic education and should include -
 - (a) the Middle or Senior Basic or Junior Secondary stage or three years, and
 - (b) the Higher Secondary Stage of four years.
2. During the transitional stage, the existing High schools and the Higher Secondary schools should

¹•Report : The Secondary Education Commission - 1952-53, Ministry of Education, Government of India, New Delhi, 1965, p.19.

function on the lines laid down (The existing high school should be converted into higher secondary by including one year of the present Intermediate in it. During the transitional stage when the conversion is going on, both types of schools may function - (page 26)

3. The present Intermediate stage should be replaced by the Higher Secondary stage which should be of four years' duration, one year of the present Intermediate being included in it.
4. As a consequence of the preceding recommendations the first degree course in the University should be of three years' duration.
5. For those who pass out of the High School, there should be provision for a pre-University course of one year, during which period the scheme of studies should be planned with due regard to the needs of the degree or the professional course to be taken by the students and special emphasis should be placed on the quickening of intellectual interests, training in method of study at college and the study of English so long as it continues to be the medium of instruction at the University.
6. Admission to professional colleges should be open to those who have completed the Higher Secondary course, or have taken the one year's pre-university course.
7. In the professional colleges, a pre-professional course of one year should be provided for the students, preferably in the professional colleges themselves, but as a transitory measure they may be given in the degree colleges where facilities exist till professional colleges are able to provide for such courses.

8. Multipurpose schools should be established wherever possible to provide varied courses of interest to students with diverse aims, aptitudes and abilities."¹

(A diagram explaining the educational ladder, the organisational pattern proposed is given in Table No.6, pages⁵⁸).

Duration of Secondary Education

The duration of secondary stage as suggested by the Commission to complete the above mentioned educational pattern is following :

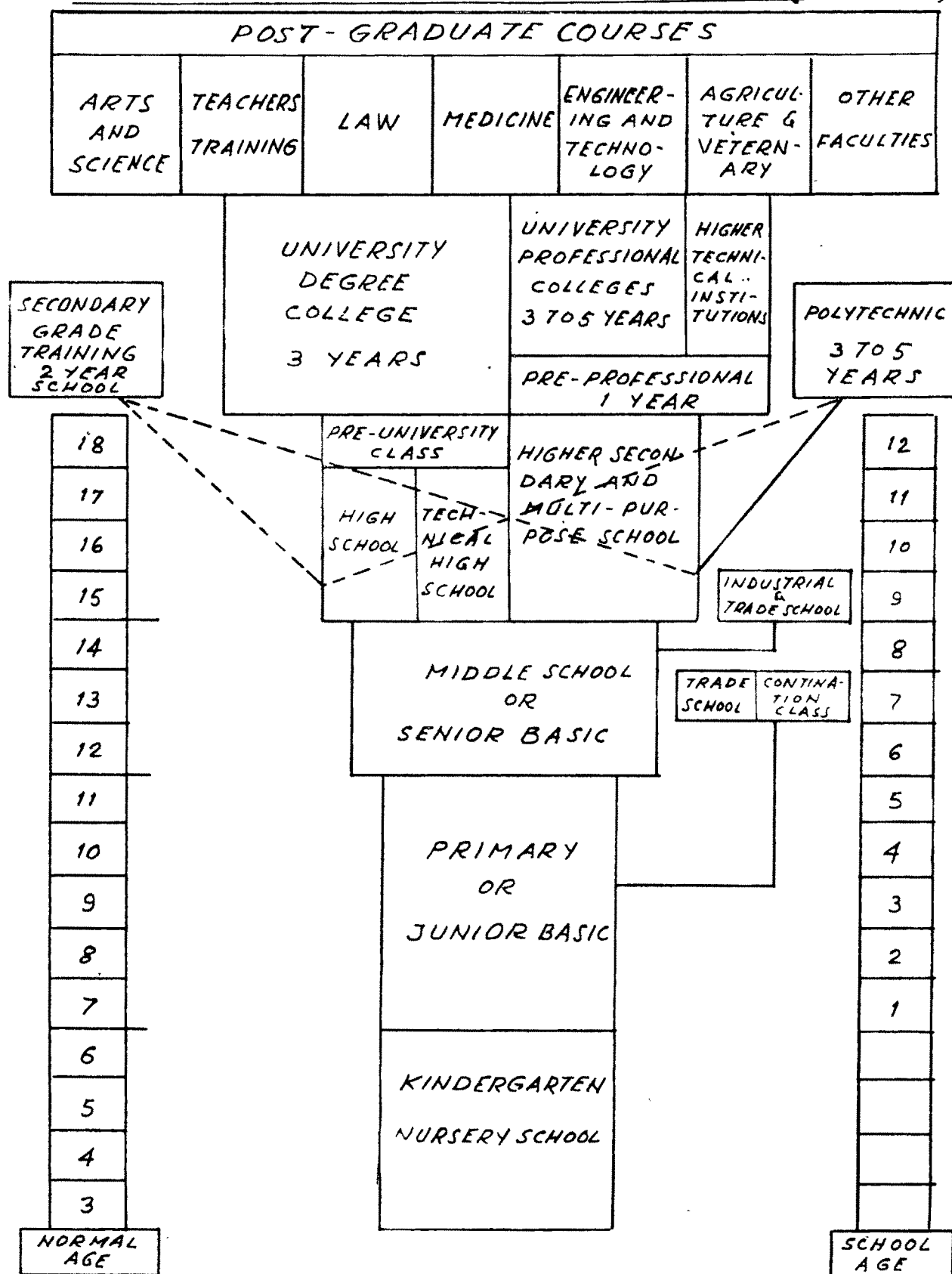
The period of secondary education usually covers the age group about 11 to 16 years. A child at 11 enters a Middle School, stays there for three years, and then stays in a High School for 2 years. The Commission came to the conclusion that this duration is short, and it should be extended by two years. Hence the Commission recommended -

- "(1) Middle or Junior Secondary or Senior Basic Stage covering a period of 8 years.
- (2) A Higher Secondary Stage covering a period of this recommendation are :
 - (i) The Secondary education should be considered as a complete unit by itself, enabling the pupils to enter the responsibilities of life directly after passing this stage.

¹•Report : The Secondary Education Commission - 1952-53.
Ministry of Education, Government of India-New Delhi,p.46.

TABLE - 6

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EDUCATIONAL LADDERAS PROPOSED BY SECONDARY EDUCATION COMMISSION (MUDALIAR)

(SOURCE: - REPORT OF THE SECONDARY EDUCATION COMMISSION, MINISTRY OF EDUCATION, GOVT. OF INDIA, R. SAFAYEE & B. D. SHAHIDY, SCHOOL ADMINISTRATION AND ORGANISATION, D. ANPATRAI & SONS JULLUNDUR - DELHI 1964 - P. 34. NEW DELHI P. LAST.

- (ii) The standard attained by students who pass matriculation and enter University is low. Hence the age limit must be raised so that the pupils are sufficiently matured to profit by the collegiate education.
- (iii) The diversified courses introduced in Secondary schools require a longer period of training for attainment of thoroughness and efficiency.
- (iv) All differences in the duration of the Secondary school course in different states can be avoided by prescribing a uniform and increased duration.
- (v) The present Intermediate examination will be avoided, and thus there will be only two public examinations namely the Higher Secondary and Degree, in place of the existing three, namely the High School, the Intermediate and the Degree."¹

As we have seen in the preceding section that there is a lot of confusion in order of the pattern of education. In order to remove this confusion, the Government of India, with active cooperation of State Governments, Universities and Boards of Secondary Education, considered the recommendations of the Secondary Education Commission. Ultimately, the CABE and the conference of Vice-Chancellors, convened in 1955, recommended a pattern of education which would compose :

- (i) Eight years of integrated Elementary (Basic) Education. This stage will generally cover the period from 6 to 14.

¹ Report : The Secondary Education Commission - 1948-49, Ministry of Education, Government of India, New Delhi, 1965, p.25.

- (ii) Three years of higher secondary education with diversified courses, to give a vocational bias to this stage of education and make it both a terminal point to enter life and a preparation for further studies. This will generally cover the period from 14 to 17.
- (iii) Three years of university education after the higher secondary school, leading to the first degree."¹

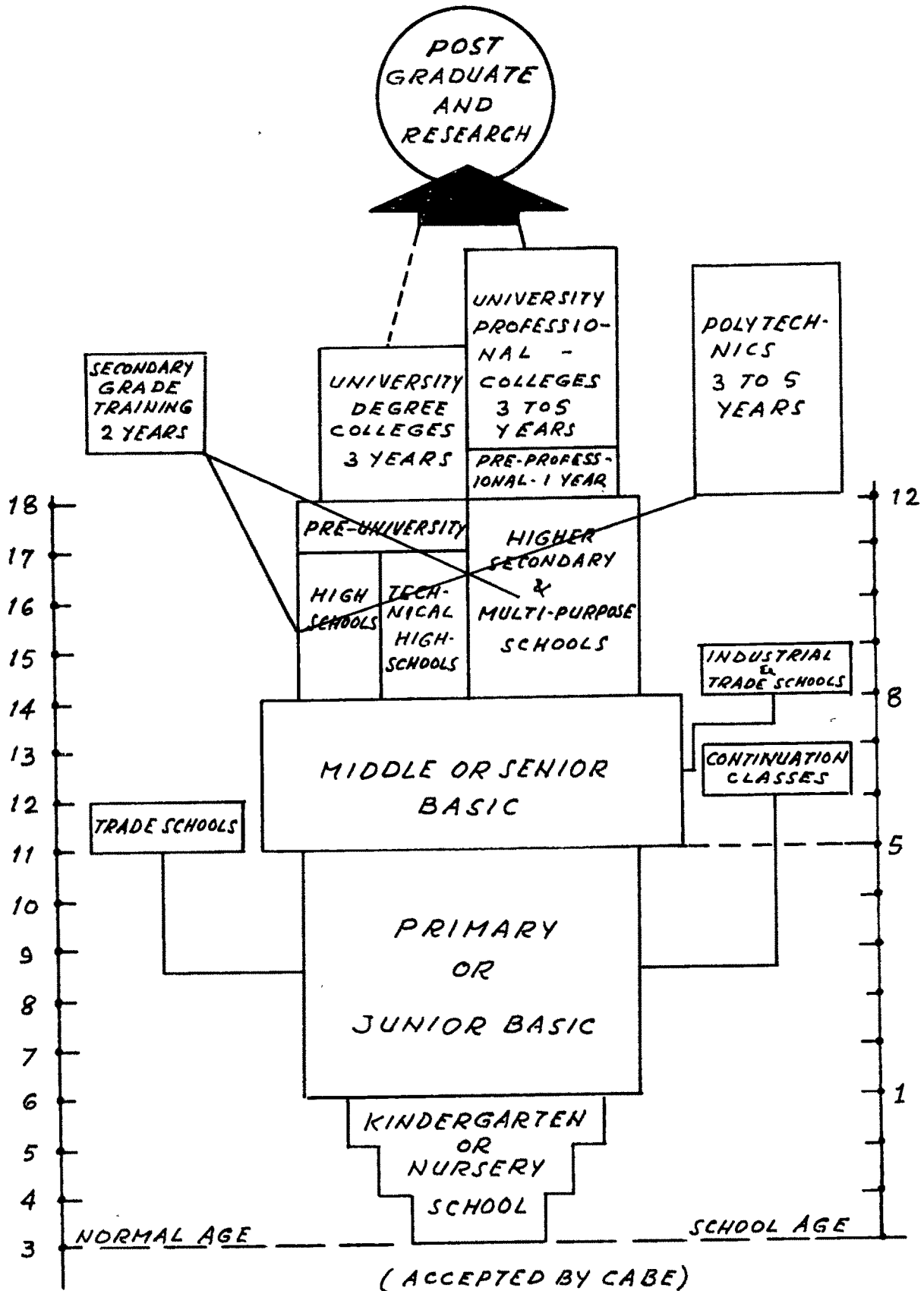
Steps are being taken to recognise the educational system of this country on these lines. At present this is the National policy on educational structure or pattern as proposed by the CABE. The Government of India decided that the organisational structure of education as shown in a diagrammatical sketch on page ²¹ (Table 7). The diagram shows the organisational structure of educational should comprise of the following :

- "1. A total schooling of 12 years and to the students admitted at the age of 6.
2. At least 4 years education at the higher secondary stage.
3. Two examinations during these 4 years; one after 2 years called Higher Secondary Part I and the other at the end of 4 years, called Part II.
4. The standard of Higher Secondary Part II should approximate to old intermediate standard, and make the students eligible for admission to the 3 year degree course, without undergoing P.U.C.

¹ S.N. Mukerji : Education in India, Today and Tomorrow.
Acharya Book Depot, Raopura Road, Baroda-1864, pp.144-45.

TABLE-7
(PRESENT-1966)
EDUCATIONAL SYSTEM IN INDIA

61



(SOURCE:- V. K. KOHLI, CURRENT PROBLEMS OF INDIAN EDUCATION, KRISHNA BROTHERS, CHOWK ADDA, TANDA, JULLUNDER CITY, 1971 - P. 26)

5. The transition may take place in two stages -

First stage - addition of one year at the end of
10 years course.

Second stage - addition of another year to the
11 years course."¹

Implimentation of the Recommendations of the Secondary
Education Commission :

Now in the country the above mentioned system is prevailing, but we are actually passing through the first stage and eleven years. Higher Secondary Schools have come up in "five states so far, while others decided to accept it in the first instance, have gone back on their earlier decision. Only about 25 per cent of the total number of secondary schools in the country were converted to the higher secondary pattern by the end of the third plan."² So High School and Higher Secondary School exist side by side.

Even at the primary stage, the primary schools of the traditional type and Basic schools exist side by side. The switch over to Basic schools is rather very slow. And also conversion of Higher Secondary schools to multipurposes is very slow, "out of 22,581 higher secondary schools in 1963-64, there were only 2000 multipurposes schools were established."³

¹•V.N. Kohli : Current Problems of Indian Education; Krishna Brothers, Chowk Adda Tanda, Jullunder city, 1971, p.146.

²•Report : The Education Commission-1964-66, Ministry of Education, Government of India, 1966, p.45.

³•Ibid.p.25.

Only at College level the recommendations of the Commission are implemented - 'The Three Year degree course has been introduced everywhere except in the State of Uttar Pradesh (excluding Central Universities) and the University of Bombay.'¹

Reasons for Unsatisfactory Implementation are :

(i) The Commission did not state in clear and ambiguous language what the total duration of the school course would be. This created a lot of confusion, because there are a variety of school patterns in the country, e.g. primary or junior basic stages cover a period of four years in some states and five years in others. There is a variation in the high school stage from two to four years. The age of admission to Class I is 5 plus in some states and 6 plus in the others, and this has increased the confusion all the more. Even it felt that the more addition of one year to the school course is not hopeful in evolving a common pattern of school education as envisaged by the Secondary Education Commission;

(ii) Financial difficulties of the upgrading of high school into higher secondary schools, lack of accommodation and facilities for laboratories and libraries equipment;

(iii) Dearth of trained qualified teachers and to meet the salary for additional teachers needed for the purpose;

¹•Report : The Education Commission - 1964-66; Ministry of Education, Government of India, 1966, p.25.

(iv) The establishment of multipurpose schools with diversified courses as suggested by the Commission (1952-53). Its conversion is also slow, only 2,446 multipurpose schools were established out of 21,800 secondary schools and only 6,390 Higher Secondary schools were upgraded in 1965-66 (Table 8), p. 65

Due to above mentioned reasons, "there is no uniform pattern of school and college classes emerged as a result of the reorganisation (As uniform reorganisation pattern of education suggested by the Secondary Education Commission) and there is almost as great a variety of pattern today as there was when the scheme of reorganisation was first launched."¹ (Table 2, 9, 10), p. 7 (p. 24 & 66).

Before the recommendations of the Education Commission 1964-66, there was a move to extend the duration further by one year of school course. Because the higher Secondary pattern has raised controversies, according to the recommended pattern on elementary (or Primary plus Middle school). The course should be of eight years and a higher secondary course of three years. In States, where school education is generally covered by a period of ten years followed by a University course of four years for the first degree, this reorganisation meant in effect either the transfer of one year from the college to secondary school so that the higher school becomes a higher secondary school, or the separation of one year from the university course to form a pre-university class. In other States, where the total period

¹ Report : The Education Commission - 1964-66, Ministry of Education, Government of India- New Delhi, 1966, p. 25.

Table :8: Higher Secondary and Multipurpose Schools, 1955-56
to 1965-66

Year	Higher Secondary Schools	Multi- Purpose Schools	Secondary Schools
1955-56	503	255	10,838
1956-57	503	575	11,805
1957-58	2,308	830	12,636
1958-59	3,171	1,135	14,326
1959-60	3,763	-	15,703
1960-61	3,121	2,115	16,600
1961-62	3,992	2,245	17,670
1962-63	4,045	2,431	18,414
1963-64	-	-	-
1964-65	-	-	-
1965-66	6,390	2,446	21,800

(Source : S.N.Mukerji : Education in India Today and
Tomorrow, Acharya Book Depot,
Baroda, 1964. p.157)

(Government of India, Programmes of Educational
Development, 1961-66 (Unpublished).p.25.)

TABLE-9

PATTERN OF EDUCATION (1965-66)

STATES

	10. OF YEARS FOR THE FIRST DEGREE											
	S.S.C. LEVEL											
ANDHRA PRADESH	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	15
ASSAM	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	16
BIHAR	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	15
GUJARAT	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	15
MAHARASHTRA	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	15
JAMMU & KASHMIR	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	14
PUNJAB, RAJASTHAN	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	14
WEST BENGAL	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	14
KERALA	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	15
MADHYA-PRADESH	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	14
MADRAS	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	15
MYSORE	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	14
NAGALAND	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	16
ORISSA	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	15
UTTAR-PRADESH	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	14

☐ LOWER PRIMARY ☐ LOWER SECONDARY
☐ HIGH PRIMARY ☐ HIGHER SECONDARY
☐ P.U.C./PRE-DEGREE ☐ B.A./B.Sc./B.COM.

TABLE-10

PATTERN OF EDUCATION (1965-66)

UNION TERRITORIES

	S.S.C. LEVEL											
	S.S.C. LEVEL											
ANDAMAN ISLANDS	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	11
DADRA & NAGARHAVELI	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	11
DELHI	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	12
GOA	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	15
DAHMAN & DIU	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	14
HIMACHAL PRADESH	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	14
LAKSHADWEEP ISLANDS	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	10
MANIPUR	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	14
N.E.F.A.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	16
PONDICHERRY	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	15
TRIPURA	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	14

☐ LOWER PRIMARY ☐ LOWER SECONDARY
☐ HIGH PRIMARY ☐ HIGHER SECONDARY
☐ P.U.C./PRE-DEGREE ☐ B.A./B.Sc./B.COM.

SOURCE: THE EDUCATION COMMISSION 1964-66, MINISTRY OF EDUCATION, GOVT OF INDIA, NEW DELHI, PAGE 27.

of school and college education required for the first degree is generally 15 years (eleven years in school and four years in college) the reform implied the reduction of one year in the fifteen year school course. This happened because these States were not prepared to extend the duration of the school course from eleven years to twelve. Madras tried to compress its old elevenⁿ-year school course into a ten year-course for the purpose of bringing the school system into the reorganised pattern. When it was about to reach its ^{goal}~~goal~~, it went back to its old pattern of eleven years of school education. Even from the beginning the old Bombay State (Now Maharashtra and Gujarat) in some parts) and U.P. have not accepted the higher secondary pattern and made no attempt to change its system of secondary education. In Uttar Pradesh which has the system of intermediate college, it is that its intermediate classes are really higher secondary (giving four years' instruction) followed by a two-year university course. And another view is that the eleven-year higher secondary course has led to a deterioration in standard and that the duration of the secondary course should be of twelve years. And even one-year pre-university course has not served the purpose and as it is a course of only short period for adjusting the students to the new condition, and the pre-university year has thus become an ineffective period of study.

So the panel of the Planning Commission on education (August 1960), the Committee on Emotional Integration (1962), Vice-Chancellors' Conference (Oct. 1962), All India Council for

Secondary Education held in October 1963, Resolution passed at the Conference of the State Education Ministers, Vice-Chancellors and eminent Educationists held in November 1963 and the State Education Ministers' Conference in 1964 recommended that there should be 12 year course of schooling before admission to the degree course. This is the goal towards which the country must work. All these upheld the recommendations of the Sadler Commission (1919) and the Radhakrishnan Commission (1949) and lastly the Education Commission of 1964-66 also recommended the twelve year schooling.

((vi)) From Secondary Education Commission (1952-53) to Education Commission (1964-66) :

The Education Commission of 1964-66 suggested the following Educational Structure :

- "(1) The new educational structure will consist of -
 - (a) one to three years of pre-school education;
 - (b) a ten year period of general education which may be subdivided into a -
 - (i) a primary stage of 7 to 8 years (a lower primary stage of 4 or 5 years and a higher primary stage of 3 or 2 years) and
 - (ii) Lower secondary stage of 3 or 2 years of general education or one to three years of vocational education (Table 11).
 - (c) a higher secondary stage of two years of general education or one to three years of vocational education.

EQUIVALENCE OF SCHOOL CLASS I - X (1965-66)

LEVEL OF EQUIVALENCE	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
LOWER SECONDARY	X	IX	VIII	VII	VI	V	IV	III	II	I						
HIGHER PRIMARY																
LOWER PRIMARY																
SCHOOL STAGE BEGINS																
PRE-PRIMARY																

→ S.S.L.C. EXAM. LEVEL
(THERE IS NO PUBLIC EXAMINATION AT THIS STAGE IN MADHYA - PRADESH, A. & N. ISLANDS AND DELHI)

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→

JAMMU & KASHMIR, KERALA, MADHYA PRADESH, MYSORE, PUNJAB, RAJASTHAN, UTTAR PRADESH, WEST-BENGAL, A. & N. ISLANDS, DELHI, HIMACHAL PRADESH, L.M. & A.I. ISLANDS, MANIPUR, TRIPURA.

→

→

ANDHRA PRADESH, BIHAR, GUJARAT, MADRAS, MAHARASHTRA, ORISSA, DADRA & NAGARHAVELI, GOA, DAMAN & DIU, PONDICHERRY

→

→

ASSAM, NAGALAND AND N.E.F.A

→

→

AS PROPOSED BY
THE EDUCATION COMMISSION
SOURCE:- THE EDUCATION COMMISSION 1965-66
MINISTRY OF EDUCATION, GOVT. OF INDIA, NEW DELHI.
CHAP.-II, PAGE 31

SOURCE: THE EDUCATION COMMISSION 1965-66
MINISTRY OF EDUCATION, GOVT. OF INDIA, NEW DELHI.
CHAP.-II, PAGE 31

- (d) a higher secondary~~x~~ stage having a course of three years or more for the first degree and followed by course of varying durations for the second or research degrees. (Table¹²).
2. The age of admission to class I should ordinarily be not less than 6+.
 3. The first public external examination should come at the end of the first ten years of schooling.
 4. The system of streaming in schools of general education from Class IX should be abandoned and no attempt at specialization made until beyond class X.
 5. Secondary schools should be of two types - high schools providing a ten-year course and higher secondary schools providing a course of 11 or 12 years.
 6. Attempts to upgrade every secondary school to the higher secondary stage should be abandoned. Only the bigger and more efficient schools about one-fourth of the total number should be upgraded. The status of the existing higher secondary schools should be reviewed from this point of view and if necessary, those that do not deserve the higher secondary status should be downgraded.
 7. A new higher secondary course beginning in class XI, should be instituted. Classes XI and XII (and during the transitional period class XI only) should provide specialised

EQUIVALENCE OF HIGHER SECONDARY AND FIRST DEGREE COURSES IN THE
GENERAL EDUCATION - 1965-66

LEVEL OF THE FIRST IN ART, SCIENCE AND COMMERCE					AS PROPOSED BY THE EDUCATION COMMISSION	
FIRST DEGREE CENTRAL	III	II	I	II	I	KERALA, THE FIRST TWO YEARS ARE THE JUNIOR COLLEGE
HIGHER SECONDARY	III	II	I	XII	XI	UTTAR- PRADESH
	III	II	I		XI	MADHYA PRADESH. A.S.N. ISLANDS, DELHI
	III	II	I		H.S./ P.U.C.	ANDHRA PRADESH ASSAM, BIHAR, JAMMU & KASHMIR, MAHARASHTRA, MYSORE, PUNJAB, RAJASTHAN, WEST-BENGAL, HIMACHAL PRADESH MANIPUR, N.E.F.A., TRIPURA.
	III	II	I		P.U.C.	GUJARAT MADRAS NAGALAND ORISSA GOA, DAMAN AND DIU PONDICHERY

CLASS TO BE ADDED DURING THE NEXT 20 YEARS.

(SOURCE - THE EDUCATION COMMISSION, 1964-66 MINISTRY OF CO-OP, GOVT. OF INDIA, NEW DELHI 1966, CHAP. II - P. 37)

studied in different subjects, where, however, existing higher secondary schools with integrated course in classes IX, X and XI are running satisfactorily. The arrangement may continue until class XII is added.

8. Transfer of the Pre-university Course

- (i) The pre-University course should be transferred from the Universities and affiliated colleges to secondary schools by 1975-76 and duration of the course should be lengthened to two years by 1985-86.
- (ii) The UGC should be responsible for effecting the transfer of all the pre-university for intermediate work from university and affiliated colleges to schools.
- (iii) Simultaneously higher secondary class or classes should be started in selected schools by State Education Departments as self-contained units, and assisted with adequate recurring grants.
- (iv) Boards of Secondary Education should be reconstituted to accept the responsibility for the higher secondary stage also.

9. Reorganisation of the University Stage

- (a) The duration of the first degree should not be less than three years. The duration of the second degree may be 2 to 3 years.
- (b) Some universities should start graduate schools with a three-year Master's degree course in certain subjects.
- (c) Three-Year special courses for the first degree which begin at the end of the first year of the present three year degree courses should be started in selected subjects and in selected institutions.

- (d) Suitable bridges should be built between the existing courses and the new (longer) courses.
- (e) Incentives in the form of scholarships, etc. should be provided for those who take the longer courses.
- (f) In Uttar Pradesh, the lengthening of the first degree course should begin with the establishment of three-year graduate schools in selected subjects and in selected universities. The first degree courses in other college should be raised to 3 years in a period of 15 - 20 years."¹

(A diagrammatical sketch of the Education pattern or Ladder, as proposed by the Education Commission is given (Table 13) → p. 74

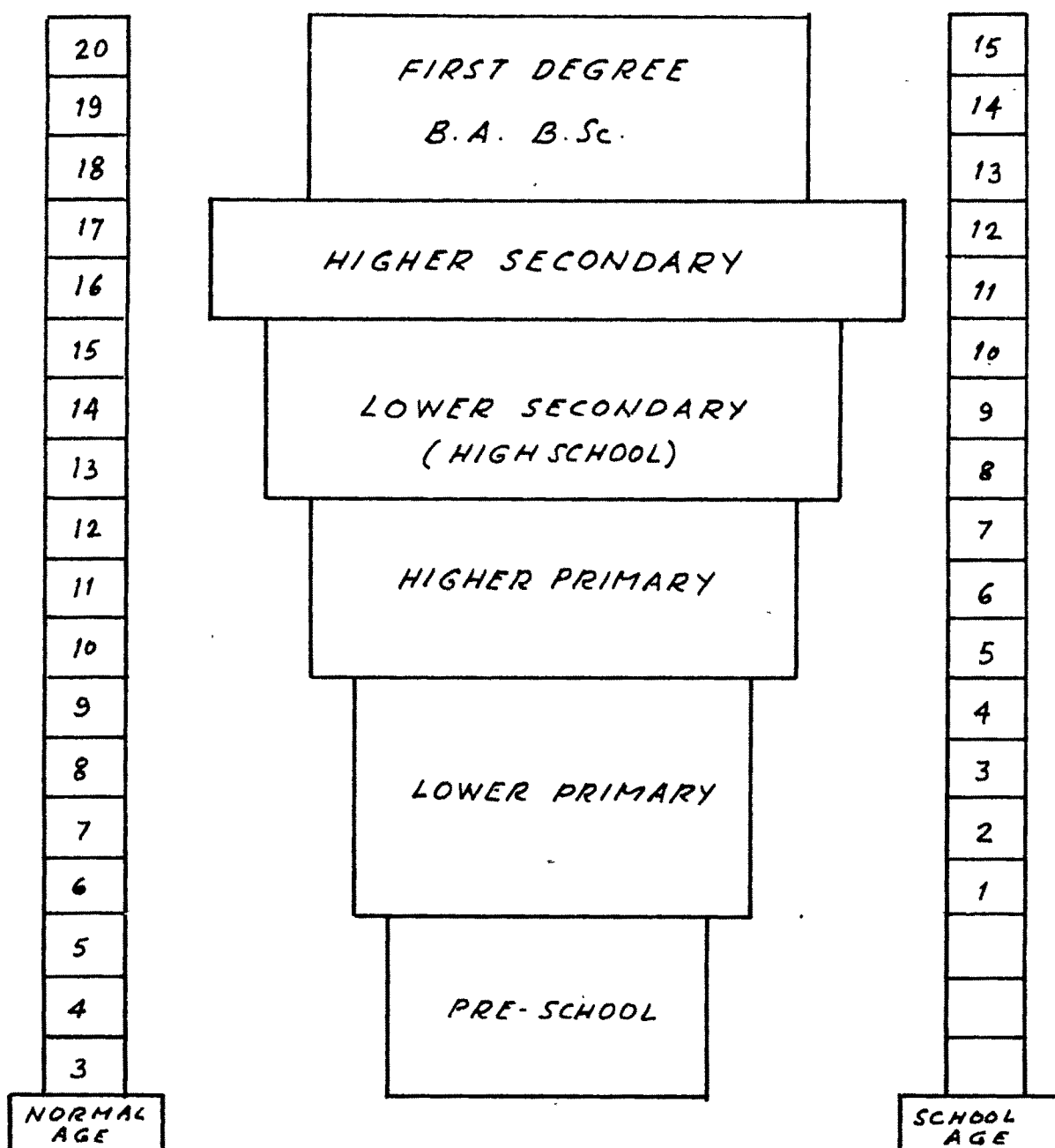
After making a close study of the existed patterns of duration, nomenclature of school and colleges education, the Commission strongly recommended unified pattern or system and nomenclature for the whole country (Table 13) → p. 74

As the Commission recommended the lengthening of the school period to 12 years in a phased programme (spread over at least 20 years). The duration of the first degree course should be less than three years.

The current thinking is to adopt the uniform pattern of school and college education, viz. 10 + 2 + 3 in all States and Union Territories. It proposed to obtain this uniformity during the fifth five-year plan, as the Commission has

¹•Report : The Education Commission-1964-66, Ministry of Education, Government of India, New Delhi, 1966, pp.616-17.

TABLE- 13
EDUCATIONAL LADDER
AS PROPOSED BY KOTHARI COMMISSION



THE COMMISSION PROPOSED A FLEXIBLE STRUCTURE, SO ABOVE FIGURE CANNOT BE EXACT. IT COVERS (i) PRE-SCHOOL - 1 TO 3 YEARS (ii) LOWER PRIMARY - 4 TO 5 YEARS (iii) HIGHER PRIMARY - 3 YEARS (iv) LOWER SECONDARY 3 TO 2 YEARS, (v) HIGHER SECONDARY - 2 YEARS.

(SOURCE:- V.K. KOHLI, CURRENT PROBLEMS OF INDIA EDUCATION, KRISHA BROTHERS, CHOWK ADDA TANDA, JULLUNDUR CITY - 1971 P. 32)

recommended the lengthening of the school period of 12 years in a 'phased programme spread over at least 20 years.

The Central Advisory Board of Education has proposed to adopt a uniform pattern of 10 + 2 + 3 school and college education in all the States and Union Territories of the two years of higher secondary education after ten years of schooling will have two streams. The first would prepare students for the University and include a number of educative courses; and, the second would be vocational and would prepare students for careers in agriculture, industrial and service sectors as well as for various kinds of self employment.

As Kothari Commission too has given in so much flexibility or liberty to the States, perhaps due to some reason as given by the Commission—"There are several characteristic features of Indian situation, such as the vastness of the country and the immense diversity of local conditions and traditions that demand a certain element of flexibility in the educational structure. We are aware of other national systems of education which have a variety of educational patterns."¹ But some educationists criticised and commented, such as Dr. P. Parija (a veteran educationist of Orissa): 'The schooling period was recommended as 11 or 12 years with a primary stage 4 or 6 years which will decide whether the period should be 11 or 12,

¹ Report : The Education Commission - 1964-66, Ministry of Education, Government of India, New Delhi, 1966, p.28.

years. Such indecision is prejudicial to uniformity. Then, the Commission has suggested two types of schools one providing 12 year course and other 11 or 12 year course. This is likely to create difficulty for the students having the 10 year school extending, as they certainly will, to enter colleges, They be debarred or made to come through 11 to 12 year schools' (Amrita Bazaar Patrica, July 17, 1966).

And as G.M. Acharya stated, ^{where?} "The period from the primary school to first Arts or Science degree has been 15 years for a long time. Many variations of intermediate stages have been tried; but eleven years of schooling for Matriculation or its equivalent has remained constant.

Now the Commission has proposed a ten year, undiversified, lower secondary, and a two year higher secondary course, followed by a three year degree course. This merely combines the last years of the present secondary course and the existing pre-university or first-year.

"This has the effect of lowering the standard of the general course equivalent to matriculation by one year, when the real need is for raising the standard. Secondly, as the upper secondary course examination is to be in the charge of another Board. This will result in needless multiplication of such bodies." (Blitz, July 9, 1966).

Conclusion :

As seen from the foregoing pages, different Commissions had suggested the reorganisation of the educational pattern at the national level. But still we see the diversity in the educational pattern in the country. To give a practical shape to these recommendations, is in the hand of the States. India is essentially a democratic country, and education is a State subject. It is for the States to make decisions regarding educational pattern and to carry out the implementation through their administrative set up. The Centre can make suggestions but it cannot impose^{them} upon the States.

To implement the recommendations an efficient system of administration is required. It can imple^{ent}~~ment~~te and accelerate educational reform. To carry out these recommendations, Some Commissions suggested the change in the administrative set-up. The Calcutta University Commission, 1919, suggested the transfer of the intermediate classes to high school and a set up of an independent Board of Education to control high school and intermediate education which was previously controlled by the University. This recommendation was implemented and se^aparate boards of intermediate/and or secondary examination were set up in some States (See Chapter on Advisory Bodies, page 582).

In 1966, the Kothari Commission recommended that "in each State, a State Board of School Education should be established

and it should take over the function and the responsibilities of the existing Boards of Secondary Education."¹ (See Chapter on Advisory Bodies, page 572).

It also suggested to establish a National Board of School Education which will coordinate the national standards and assist the State level organisations. (See chapter on Advisory Bodies, page 576).

1. Report : The Education Commission - 1964-66, Ministry of Education, Government of India, New Delhi, 1966, p.269.